



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	New Haven Public Schools		
Name of Grant Contact Person:	Imma Canelli, Assistant Superintendent of Curriculum and Instruction		
Phone # of Contact Person:	203-691-2686		
E-mail of Contact Person:	imma.canelli@new-haven.k12.ct.us		
Address of Contact Person:	Street Address:	New Haven Public Schools 54 Meadow Street	
	City:	New Haven, CT	Zip Code: 06519
Name of Superintendent:	Garth Harries		
Signature of Superintendent:		Date:	
Name of Board Chair:	Dr. Carlos Torres		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:			
Priority School District?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district’s **vision statement**?

Our vision is to create a school district where:

- Students learn through meaningful and coherent experiences that support their intellectual, emotional and physical development, and that these experiences must be created in individual classrooms, within the school as a whole, and extend beyond the school into their lives.
- Schools are the focal point for learning in the district, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from wherever they start to the highest performance levels.
- The district, at all levels and in all things, encourages both collaboration without fault and positive change through growth, adaptation, and innovation.

What is the district’s **mission statement**?

Our mission is to prepare students for success in college, career and life.

What are the district’s core **beliefs or values**?

We believe that together we must continue to improve public education in New Haven, resulting in success for every school and every student.

- We believe that substantial improvement in student learning in New Haven is possible and urgent. Significant and ongoing change is possible and necessary across the district and at all levels of the system to reach that goal.
- We believe that our schools must engage, value, challenge, and provide success to all our students—and we believe that our students can grow to high levels of achievement no matter the other obstacles in their lives.
- We believe that schools are the most important organizational unit in the system, and that our central offices, our policies, and our systems must support the individual excellence of each school. Within the schools, a shared mission, understanding of students and ongoing professional collaboration are the foundation for the teamwork essential to effective schools.
- We believe that the people surrounding students—teachers, principals, and other adults—are the district’s most important resources, and that their individual and collective effectiveness is the most important factor in improving student results.
- We believe we cannot work alone and that we must collaborate with and support the other adults who are part of our students’ lives, particularly their parents.
- We know the route to accomplish our goals is neither clear nor easy, but we believe with collaboration, perseverance, and positive relationships we can achieve them together.



Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Our theory of change rests on four research-based strategies and the results they generate:

1. Talent: If adults in the system are managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes, then we will attract, develop, and retain the highest caliber staff.
2. Portfolio of Schools: If each school is organized and supported on its own unique path to success, it will be best positioned to support each student's academic achievement.
3. Academic Focus: If we implement SRBI/Literacy intervention in all schools at all levels, high quality coordinated STEM education, best practices for English learners, and 21st century learning technologies across the curriculum, then students will have the necessary learning support and student achievement will rise.
4. Wraparound Focus: If the work of the school system is aligned as closely as possible with other adults who work on behalf of students, including parents, community organizations, and New Haven Promise, then students will be prepared for success in school and the rest of their lives.



3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):					
Total Enrollment:	21,562	Per Pupil Allocation: ²	18455.31		
Total # Schools:	53	Operating Budget:	397,933,483		
# Review Schools: ³	21	# Turnaround Schools:	5		
Student Demographics (2012-13):					
% White:	15%	% F/R Lunch:	66%		
% Black:	44%	% IEP:	13%		
% Hispanic:	39%	% ELL:	13%		
% Other:	2%	Attendance Rate:	93.37%		
District Personnel (2012-13):					
# Certified School-based Staff:	1,871	Median Teacher Salary: ⁴	60,769		
Student/Teacher Ratio: ⁵	11.5	# Central Office Administrators:	27		
# School Administrators:	91	# Central Office Support Staff:	103		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	57.3	59.4	60.8	61.6	
Math	Gr. 3 CMT at/above Goal:	32.6	38.5	41.7	n/a
	Gr. 5 CMT at/above Goal:	43.7	47.7	45.5	n/a
	Gr. 8 CMT at/above Goal:	40.8	40.8	43.2	n/a
	Gr. 10 CAPT at/above Goal:	13.3	17.3	18.2	n/a
Reading	Gr. 3 CMT at/above Goal:	24.9	30.3	32.6	n/a
	Gr. 5 CMT at/above Goal:	30.8	34.4	39.3	n/a
	Gr. 8 CMT at/above Goal:	48.5	52.1	58.0	n/a
	Gr. 10 CAPT at/above Goal:	18.6	16.0	21.0	n/a
Chronic Absenteeism Rate: ⁶	24.9%	23.4%	19.2%		
4-Yr Graduation Rate:	81.8	64.3	70.5		
% Pursuing Higher Education:	67%	64%	58%		

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<p>NHPS’ greatest strength is district-wide commitment to the vision and goals of the School Change Initiative and dedication to ensuring they apply to all students.</p> <ul style="list-style-type: none"> • District and school-level personnel work together to improve academic programs. • The portfolio system of tiering all schools based on multiple transparent measures of school performance allows staff in each school to develop appropriate and necessary strategies for their students. • SPED and ELL students are included in the SRBI process. <p>NHPS is also committed to the Common Core and implementing CCSS-aligned curriculum in all curricular areas and CCSS-aligned quarterly assessments.</p>
Human Capital	<p>NHPS is committed to developing a comprehensive talent development system.</p> <ul style="list-style-type: none"> • The district has a strong contract that treats teachers as professionals and supports district efforts to recruit, develop, and retain talented teachers and administrators. • The portfolio of schools system empowers principals and teachers in high-performing schools with greater decision-making autonomy. • Change in practice to hire new school leaders in July. • Staff evaluation, training, and development are key priorities for the district, with appropriate resources committed.
Operations	<p>The district is operationally realigning for effective implementation of its School Change Initiative.</p> <ul style="list-style-type: none"> • The portfolio system of school management provides differentiated, individualized support for all schools. • The District Data Team employs sophisticated tools for data analytics and emphasizes a broad range of performance measures to inform its decision-making. • The Board of Education is professional, engaged and supportive of the staff’s efforts at effective school change. • The District Improvement Plan is aligned to the School Change Initiative.

Culture and Climate	<p>The district’s culture encourages creation of school climates supporting increased student achievement.</p> <ul style="list-style-type: none"> • The district’s initiatives foster district-wide urgency to improve learning at all schools and overcome the obstacle of complacency. • Parents and the community participate in intensive planning for school-level innovation and turnaround, so that support for learning extends beyond the classroom. • The district has made major investments and improvements in the vast majority of district facilities, including capital projects for new schools, because school climate includes a physical component. • School Climate Survey data and Learning Environment metrics inform the development of initiatives to improve school culture.
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For the following domains, identify the district’s most significant **growth areas**.

Academics	<p>NHPS must continue to realign resources to maximize the positive impact of the School Change Initiative on all schools across all tiers.</p> <ul style="list-style-type: none"> • A data-driven culture exists at the school level; NHPS needs to enhance the use of data to inform instructional practices in all classrooms. • Align professional development with individual school and classroom needs. • Continue to implement a comprehensive SRBI process to support literacy development in all schools. • Continue to refine curriculum and interventions to ensure that high school students are on track to meet revised STEM graduation requirements. • Continue implementation of curriculum aligned to the Common Core.
Human Capital	<p>The district has launched several programs in support of talent development and must complete their integration into a comprehensive talent system.</p> <ul style="list-style-type: none"> • Continue to use TEVAL and PEVAL to individualize supports and growth plans for teachers and administrators. • Execute plans to implement a human capital management system, including new hires to the Talent Office, and to recruit teachers with expertise in teaching math, science, or ELLs. • Place more high-quality teachers and principals at the lowest performing Tier II and Tier III schools. • Continue to develop the Leadership Development Programs, including the Residency Program for School Leadership and other leadership pipelines and pathways for early career school leaders.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Operations</p>	<p>The district must organize central office and district-wide support to reflect school needs and data-driven action.</p> <ul style="list-style-type: none"> • Restructure central office to improve inter-office communication and coordination. • Continue to move toward a school-based budgeting system for financial management that ensures real cost savings and aligns resources to proven school improvement strategies. • Maintain and extend emphasis on equity by providing system level supports to Tier II and Tier III schools. • Continue the implementation of PowerSchool in all schools.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Culture and Climate</p>	<p>NHPS must engage parents and the community even more broadly and substantially in the School Change Initiative.</p> <ul style="list-style-type: none"> • Support and expand high-quality Boost! providers and community stakeholders in effectively targeting the most at-risk students through wraparound services. • Implement PowerSchool Parent Portal. • Continue to develop and support New Haven Promise.

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

The district's overall strategy is the School Change Initiative, designed to improve student performance and close the achievement gap. The School Change Initiative is an array of initiatives designed to:

- Close the gap between the performance of New Haven students and the rest of the State in 5 years.
- Cut the drop-out rate in half
- Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college.

The district's key initiatives from Year 1 were drawn from the priority strategies in the District Improvement Plan, which is developed in alignment with the School change Initiative. These evidence-based initiatives were:

1. **Talent Evaluation and Development:** the district would recruit and develop high quality teachers, principals and assistant principals, relying on a rigorous evaluation process to determine which teachers and leaders should be retained, which should not, and what professional development each teacher or leader required to perform at the highest levels.
2. **Portfolio of Schools:** the district would ensure data-informed management at all levels of the organization, including effective data teams and process in schools and effective monitoring and evaluation of school performance at the district level.
3. **Academic Development Focus:** the district would implement SRBI/Literacy intervention in all schools at all levels, high-quality coordinated STEM education and programs and best practices for English Learners, all designed to reach high academic standards. The district would emphasize the use of 21st century learning technologies across the curriculum and strengthen each school's capacity to support such services.
4. **Wraparound Services:** the district would align internal and external student supports to ensure NHPS students have the support and services they need to be ready and available to learn in the classroom. Emphasis would be placed on support for students requiring intense emotional/behavioral interventions to overcome obstacles to learning, including disciplinary incidents.

These initiatives were selected to address issues identified by key student achievement data for 2010-2011. Specifically, the issues were:

- The need to improve instruction to increase CMT and CAPT scores and decrease the gap between NHPS students and their peers statewide.
- The need to develop wraparound services in to improve rates of graduation, drop-out truancy and out-of-school suspension.
- The need to ensure systematic and rigorous teaching and administration and to evaluate both.
- The need to differentiate management of schools to accommodate their students' specific needs, based on data-driven planning.



Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Talent—TEVAL was used to evaluate teachers. Teachers rated at the Strong and Exemplary levels were given opportunities to work with peers and improve practice. Teachers rated at Needs Improvement or Developing, have been given support and professional development. Of 58 teachers rated Needs Improvement, 28 have separated from the district, 20 have improved to Developing or Effective, and 10 are still receiving support. NHPS received a TIF grant from the US Department of Education for its talent development initiatives.

Portfolio—All the district's Tier 3 schools showed improvement. More high school students are on track to graduate on time—the percentage of students on track doubled. By grade, the percentages are as follows: 9th grade—79.8%; 10th grade—78%; 11th grade—86.2%; 12th grade—93.1%. All district schools have successfully implemented PowerSchool to streamline the data used to make informed decisions about instruction, school climate, and providing effective supports specific to their students. An equity committee was established to examine school-based budgeting and redistricting recommendations designed to allocate district resources equitably to schools throughout the city.

Academic—The district's graduation rate improved by 8 percent. NHPS implemented the Common Core successfully in literacy in grades 3-8 and is on track for implementation in K-2 and 9-10. The district also implemented Common Core in Math in grades K-2, 3, 6, and 9-10. Grades 4, 7, and 11 will be implemented next year. Assessments aligned to Common Core have been implemented in corresponding grades. NHPS has aligned 21st century skills to Common Core claims and standards. Other subject areas have rewritten curricula to infuse literacy into their content. NHPS has aligned a skills matrix to the Common Core as a centerpiece for student tasks and 21st century portfolios. The district is implementing 21st century portfolios. Each high school has a plan for student demonstration of competencies through advisory groups, capstone projects, and tied to SSPs being developed.

Wraparound—The district's drop-out rate was down 6 percent. An asset map and needs assessment survey was completed, identifying needs and gaps in Wraparound Services. Internal and external resources have been made available for the 2013-14 school year to fill key needs. We have fully implemented student success plans with fidelity in grades 6-12. We have successfully launched implementation of Naviance. Extensive professional development was provided to Behavioral Interventionists throughout the year. NHPS also successfully launched Parent University.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

NHPS will not stop or discontinue any of its key initiatives.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	Talent Evaluation and Development—NHPS is developing a Talent Management System with two elements: Teacher Quality (TEVAL) and Administrator Quality (PEVAL).	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	Portfolio of Schools—NHPS assigns schools to a tiering system that allows for differentiating schools to meet student needs, along with data-informed management at the district and building levels	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	Academic Focus—NHPS is implementing a multifaceted strategy of SRBI Literacy in all schools, research-based and technology-rich instruction for all students, high quality STEM education and programs, and best practices for ELL students.	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	Wraparound Focus—NHPS aligns internal and external student supports to ensure New Haven public school students have the support and services they need to be ready and available to learn in the classroom. This combines academic and personal development for students, with the emphasis on personal development for this priority.	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority

Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

Talent: If adults in the system are managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes, we will attract, develop, and retain higher caliber staff, and teachers will work together more effectively, resulting in improved student achievement results. Under this priority, we will develop and implement Teacher, Principal and Central Office Evaluation and Development Systems, which include professional conferencing and an emphasis on performance results. We will also strengthen pipelines of Leadership Development, with greater emphasis on embedded and internal leadership development.

Portfolio of Schools: If each school is organized and supported on its own unique path to success, then the efficacy of individual school environments will improve as measured by school climate and ultimately test score results. Under this priority, we will publicly tier all schools according to objective performance criteria, implement school turnaround models in lowest performing schools, and develop and implement a School



Climate Survey for all teachers, parents, and students. We will also develop and implement a Central Office Effectiveness and Feedback Survey to redefine central office – school relationships.

Academic Focus: If we ensure meaningful focus on broad measures of students learning, then assessments and learning will become a stronger intrinsic motivation for both students and staff, and ultimately students will accomplish both standardized test score gains and higher order accomplishments. Under this priority, we will strengthen the NHPS Quarterly Assessment System through monitoring and improved assessments, develop and utilize a 21st Century Skill Rubric, adapt the Achievement First practice of school-based data days and strengthen rubrics for data practices and expectations for leadership of data practices.

Wraparound Focus: If the work of the school system is more effectively aligned with the other adults who work on behalf of students, including parents and community organizations, then we will better utilize resources and have a more enduring and sustained impact on student engagement and student learning. Under this priority, we will increase parent involvement through more defined parental expectations and, through collaboration with the Citywide PTO and the Boost! Collaboration with the United Way, coordinate and broker the intersection of school system and agency/nonprofit activities in the lives of students, particularly in the area of their personal development.

If not explicitly identified as priority areas, explain how the district will address the CSDE’s three focus areas for Year 2 of the Alliance District program. Briefly describe the district’s strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district’s strategy to intervene in its lowest-performing schools in Section #7.

1) Common Core State Standards

As part of its Academic Focus, NHPS has included “Strategy 1: Integration of CCS into all curricular areas enhanced with technology based instruction” in its District Improvement Plan. This strategy has three subcomponents:

a. Implementation of a skills matrix. The district has collected essential skills for each curricular content area and created an interdisciplinary matrix based on Common Core with additional, essential content and technology skills across all areas. NHPS also is creating a rubric for evaluating curricula based on the matrix. In SY 2013-14, the district will create a three-year curriculum revision plan to adjust curricula via a process of collaborative revision and repeated evaluation against the rubric.

b. 21st Century Portfolios. NHPS has implemented 21st Century Portfolios with 9th graders. Over the summer of 2013, the 21st Century Portfolio committee will assess the results of the implementation and develop an evaluation rubric. In SY 2013-2014, NHPS will implement 21st Century Portfolios for grades 9-11, require all 12th grade students to complete a 21st Century Capstone Project, and require all 8th graders to develop a 21st Century Portfolio in preparation for high school. All portfolios and capstone projects will align with Student Success Plans.

c. Curriculum Implementation. NHPS is already implementing Common Core in Literacy and Math as indicated above, and is revising all curricula to embed literacy standards.

2) Educator Evaluation and Support System

This is explicitly identified in Priority #1, Talent Evaluation and Development, through the TEVAL and PEVAL systems.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.								
Talent Evaluation and Development								
Summary: Briefly describe the district’s comprehensive approach to implement this priority.								
The NHPS District will attract, develop, recognize and retain talent of all kinds, including high quality teachers, school leaders, district leaders, and supporting school staff, cultivating a culture and systems of talent excellence within NHPS. The district’s approach includes recruitment processes (such as accelerated hiring, minority teacher recruiting), targeted professional development (based on TEVAL and PEVAL results), teacher and leader development (including providing clear professional pathways), and development of support staff.								
Outcome Metric: What is the desired result of the implementation of Priority #1?								
Targets for TEVAL are:								
<ul style="list-style-type: none"> By June 2014, 95% of teachers will perform at the Effective, Strong and Exemplary levels. By June of each year, 10% of teachers (rated needs improvement to strong) will progress one level as measured by NHPS TEVAL. By June of each year, less than 50% of teachers identified as potentially needs improvement by November 1 will remain needs improvement. 								
Targets for PEVAL are:								
<ul style="list-style-type: none"> By June 2014, 95% of Administrators will perform at level 3 and above (effective) as measured by the district PEVAL rubric. By June 2014, 50% of Administrators will perform at level 4 and above (strong-exemplary) as measured by the district PEVAL rubric. By June 2014, 65% of new leaders will be hired as a result of successful participation in NHPS Leadership Development programs. 								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Recruitment (external)—Recruit, hire and induct high quality teachers and leaders to prepare them for success in the district schools.		Creation and implementation of a plan which includes: expanded recruitment at historically black colleges & universities; publication of new recruiting material; focus on Teacher Shortage Areas;		X	X	X	X	X



	recruiting among New Haven students into a high school teacher cohort.					
Embedded Professional Learning—Targeted and differentiated coaching, support and evaluation embedded in the daily activities and roles for teachers, school and district leaders. In this context, the district will focus on promising teachers seeking to become leaders in Turnaround/Review schools. Alliance District funds will support PD activities specifically for them.	Launch a redesigned induction process for new teachers and administrators; distribute Performance Continuum documentation for teachers and leaders; develop a roll-out plan for training and implementation of the integrated Talent Management System and a portfolio of aligned professional development opportunities.	X	X	X	X	X
Talent Expansion and Acceleration—Design and implement high quality, relevant, timely and high impact programs for teachers and leaders to accelerate growth and open new career trajectories. Alliance District funds will support the district’s TEVAL manager and a Talent Specialist to enhance ongoing implementation of these systems.	Launch a progressive Talent planning system for the executive team to identify potential school leaders; Finalize plans for PEP program.	X	X	X	X	X
Investment in Support Staff—Build programs to strengthen the evaluation, training, and development of support staff in alignment to district vision and goals.	Design a strategy to extend tenets of teacher and leader development programs to support staff.	X	X	X	X	X

Priority #2: Insert the Year 2 priority below.
Portfolio of Schools
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
NHPS will manage each school on its own unique path to success, using learning and performance indicators to guide distributed decision-making in classrooms, in schools, and in portfolio decisions at the district level. The district’s approach includes the school tiering process and new models for schools (such as the Gateway Technical Institute, the SCSU Literacy School), managing district processes that affect equity, driving strategic planning to the school level and effective use of student data.
Outcome Metric: What is the desired result of the implementation of Priority #2?
<ul style="list-style-type: none"> 90% of schools demonstrate effective or better data practices, and 50% are strong or exemplary, as measured by the NHPS Data



<p>Practices Rubric.</p> <ul style="list-style-type: none"> 80% of freshman students will be on track for graduation as measured by credit accumulation. 						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Use the school tiering process to drive school autonomy and accountability, including school turnaround decisions and variation in the portfolio of schools.	Refined process for using analysis of district and school student performance data in conjunction with school climate surveys to provide intensive support to schools by tier.	X	X	X	X	X
Manage district processes to encourage transparency and equity.	Effective follow-up on redistricting recommendations, including clarification of articulation and transfer protocols; design plan for strengthening articulation and coordination between PreK and NHPS K admissions/academic standards.	X	X	X	X	
Ensure effective school-level strategy development and implementation. For Turnaround/Review schools, this includes creating a peer group led by the Turnaround Director, providing schools with experienced teacher leaders and tutoring resources, and ensuring technical assistance in data systems. Alliance District funds will support the personnel necessary to implement this strategy district-wide, with focus on and additional resources for the Turnaround/Review schools.	Develop and implement plans for intervention support to schools not yet effective in their data practices (Tier III schools); provide all schools with technical assistance implementing their SIP in alignment with district goals.	X	X			
Improve access to timely and relevant student information, both within the district and in collaboration with partners.	Create an organizational map of data entry requirements at schools and the central office; establish protocols for who will enter specific data and when; design and establish PowerSchool and SchoolNet trainings for users.	X	X	X		
Develop more transparent budget process leading to school-level budget discretion.	Launch strategic budget review through PEP in fall 2013; Reformat budget	X	X	X	X	X



	presentations beginning in January 2014; Require more complete school-based budgets during SY 2014-15; Implement school-level discretion in SY 2015-16					
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Priority #3: Insert the Year 2 priority below.						
Academic Focus						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
NHPS will implement and monitor a rigorous, relevant, high quality standards-based curriculum to promote college and career readiness. This will include coordinating academic pathways from PK-20. The district’s approach includes full integration of the Common Core, SRBI in support of literacy for all students and a rigorous STEM curriculum in line with NextGen standards.						
Outcome Metric: What is the desired result of the implementation of Priority #3?						
Close the gap between the performance of New Haven students and the rest of the State in 5 years.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Common Core: Integration of CCS (Common Core of State Standards) into all curricular areas, enhanced with technology-based instruction and 21 st century portfolios. Alliance District funds will facilitate the provision of Instructional Coaches to assist in the integration of Common Core and installing wireless 21 st century learning technology in Turnaround/Review schools. They will also support PD in Common Core instruction.	By June 2015, 100% of courses will integrate CCS (essential skills) and 100% of high schools will have implemented 21 st Century Capstone Projects.	X	X	X	X	X
SRBI: Implement a comprehensive Scientific Research Based Intervention process to support literacy development in all K-12 schools. Alliance District Funds will support a District SRBI Coordinator and an SRBI Contractor, along with Intervention	By June 2015, 100% of schools will have implemented an SRBI process.	X	X	X	X	X



Tutors.						
STEM: Implement a rigorous secondary STEM program curriculum that prepares students for higher education and careers in STEM.	By June 2015, 90% of schools will have 4-year support plan with STEM graduation requirements.	X	X	X	X	X

Priority #4 (optional): Insert the Year 2 priority below.
Wraparound Focus—Personal Development
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
<p>NHPS and its community partners—including parents—will take collective responsibility for addressing barriers to student learning and healthy development, so that both students’ personal development (including physical and mental health and well-being) and academic learning are embedded in the culture of each school and clearly supported by the district and its community partners. The district’s approach includes each school having its own accountable process for comprehensive responses to student needs in collaboration with families and community partners. A key component of the process will include developing a Student Success Plan for each student. The process will be led by Behavioral Interventionists in each school—their responsibilities will include maintaining a comprehensive menu of the services available to students in their school and ensure that plans are reviewed with students once per semester. Such meetings will check whether students are on trajectory in terms of personal development and determine appropriate support services for those who are not making expected progress.</p> <p>Developing a systematic approach to students’ personal development is a multi-year project with three related tracks:</p> <ol style="list-style-type: none"> 1. Understanding appropriate goals for students’ personal development 2. Designing and implementing in-school mechanisms for assessing and supporting students’ personal development 3. Engaging parents and the community in providing out-of-school support systems. <p>In terms of support services, Track 3 is of particular importance. NHPS is building upon a strong foundation that includes Boost!, New Haven Promise, and Parent University New Haven. The district has included funding in this request for expanding its internal support services (Track 2). NHPS will focus on Track 1—conducting research and developing practical applications—during the 2013-14 school year.</p>
Outcome Metric: What is the desired result of the implementation of Priority #4?
By June 2014, NHPS will develop a metric for Standards of Personal Development for students, based on national best practices research. By June 2105, each student will have a Student Success Plan which includes Personal Development goals and benchmarks based on that research.



Each school will also have at least one Behavioral Interventionist coordinating review of Student Success Plans with students and recommending support services where needed. Each school will be held accountable for students' Personal Development via metrics on completion, quality and usage/review of Student Success Plans.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Develop a set of Student Personal Development metrics based on national best practices research and incorporate them into Student Success Plans (SSPs). Alliance District funding will cover the cost of a contract with Naviance to support Student Success Plans.	Full implementation of Student Success Plans in grades 6-12.	X	X	X	X	X
Develop of a universal screening tool for student personal development needs.	Design/select a tool for universal screening and create a matrix tying student needs identified by the tool to the NHPS asset maps and SSPs.	X	X	X	X	X
Establish Behavioral Interventionists in all schools. Behavioral Interventionists will receive PD enabling them to work with students to review SSPs and select from a menu of support services available at the school. Alliance District funding will also support Behavioral Interventionists' salaries and PD.	Develop a roll-out plan for behavior interventions on district level and develop a behavior intervention manual; develop a plan for including parents in intervention training.	X	X	X	X	X
Each school and the district will have a menu of support services available from both internal district and external community resources. Internal resources will include staff trained to address issues of student health and well-being, including Health and Wellness Aides and PAW representatives. Salaries for Health and Wellness Aides and stipends for PAW representative are included in the Alliance District funding request.	Develop a menu of student support services which includes: <ul style="list-style-type: none"> - Coordinated School Health efforts - Health and Wellness Aides - PAW - PBIS - Boost! - New Haven Promise Develop new support services to be added to the menu.	X	X	X	X	X
Expand community and parent outreach initiatives.	-Develop a program of regular meetings between school and community leaders. -Expand Parent University and	X	X	X	X	X



	research/prototype Parent Success Plans in parallel to Student Success Plans.					
Assess development of Student Success Plans after first year of implementation (2013-2014).	To occur mainly in SY 2014-2015.					X
Adjust Student Success Plan process based on findings of 2014-2015 assessment.	To occur mainly in SY 2015-2016.					X

7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

Through the School Improvement Grant, the district has a Turnaround School Director for SIG schools, with responsibility and authority equal to the Directors of Instruction for other schools (please see Section 8), but assigned to the SIG Schools. Low-performing schools not considered Turnarounds work with their assigned Directors of Instruction. The district supplies significant performance analytics to leaders of its low-performing schools. These include students on track for graduation, high school credits, truancy and other disciplinary measures, CMT and CAPT results, and other measures of academic progress. NHPS has also organized its lowest-performing schools into a cohort so school leaders can interact and collaborate on data interpretation and development of strategies with district leaders and the District Data Team. The district also conducts both summative and formative reviews of SIPs. The Turnaround Director (or appropriate Directors of Instruction) monitors both the implementation process and results indicators throughout the year.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

The NHPS school turnaround strategy involves three tiers of schools. The first tier of high performing schools includes elementary and middle schools with consistently high student performance, over multiple years on both achievement and growth, as well as high schools with a high percent of students graduating or on trajectory for graduation in four years, relative to incoming student academic preparation. The second tier includes elementary and middle schools with mixed or average student performance, varying across years or strong on achievement or growth but not both, and high schools with a mixed or average percent of students graduating or on trajectory for graduation in four years, relative to incoming student academic preparation. The third tier includes elementary and middle schools with low student performance, over multiple years and on both achievement and growth, along with high schools with a low percent of students graduating or on trajectory for graduation in four years, relative to incoming student academic preparation. Tiering also takes into account the peer school designation, which assesses the challenge of the population served by different schools, as well as school climate.

Within the tiers, NHPS uses a Portfolio Management system for the schools. Schools in higher tiers receive greater discretion in developing curricula and programs. Schools in lower tiers receive more assistance from the district. Even within the lowest tier, however, schools are treated as separate entities in the portfolio. The building leaders design strategies with the Central Office to meet the specific needs of the school’s students. This relates to the district’s overall theory of change by emphasizing the need to create supportive learning environments for all students, no matter where they start. Low-performing schools receive additional resources in the form of intervention tutors, instructional coaches, and (from this grant) funding for 21st century technology (wireless) and additional instructional supplies.



8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The Assistant Superintendent for Portfolio and Performance Management oversees the school portfolio management system. Directors of Instruction monitor several schools and report to the Assistant Superintendent. The Directors review the schools' progress using data provided by both the District and School Data Teams. The Directors reviews of schools' progress against annual goals are significant factors in the PEVAL review of principals.

Describe the district's strategy for **monitoring schools**.

Each school submits an annual School Improvement Plan through its Director of Instruction. The Directors are responsible for ensuring that their schools are meeting their Plan goals. This includes oversight of curricula and programs, ensuring adequate allocation of resources to schools, and providing opportunities for professional development for school leaders.

The performance of each school is also closely linked to the evaluation of its principal through the PEVAL process.



How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

CSDE could provide a single contact to monitor implementation of the plan. It is difficult for any district to work effectively with the department when frequent changes in staff result in changing expectations or unfamiliarity with our progress to date.

We would also appreciate more inclusion of NHPS with the work of the Chief Academic Officer on the implementation of the Common Core for large urban districts.

We are pleased that the assessment department at CSDE has included several New Haven personnel in the development of the SBACC assessment and would like to continue at the same or a greater level of engagement by our personnel.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

NHPS has, throughout the School Change Initiative, consulted extensively with community stakeholders from the Mayor's Office to parent organizations to nonprofit agencies serving New Haven. The four components of the district's Alliance District application grow out of the School Change Initiative. Specific sources of input were:

- Parents, with feedback gathered from open meetings throughout the district
- Teachers, including union stewards and members, also through open meetings
- Administrators, through the SAA Executive Board and principals' meetings
- Students, through Student Council Meetings
- Nonprofits, via meetings and networking coordinated through the Community Foundation for Greater New Haven

The district also worked with several committees to develop the School Change Initiative and make recommendations during the process:

- Reform Committee: required by the AFT contract, this committee recommends student performance metrics and provides input on overall reform
 - Teacher Evaluation Committee: makes recommendations regarding the teacher evaluation system and metrics
 - Survey Committee: develops annual School Climate Surveys
 - Principal Evaluation and Development Committee: defines the principal evaluation system by adjusting the NHPS leadership competency rubric as related to student achievement, school climate and principal's goals.
- Community groups which monitor and provide ongoing consultation to the School Change Initiative include the Board's Reform Committee and the Citywide Parent Teacher Organization. The district maintains regular engagement with its administrators, the union's stewards, and the student councils.

NHPS therefore receives regular feedback on an array of topics related to its ongoing School Change Initiative. The district implements new strategies and adjusts existing ones, based on the input from these sources. The most recent strategies/programs based on response from these stakeholders include:

- Establishment of Parent University to promote greater involvement from parents
- An increased emphasis on wellbeing and behavior to ensure that students enter the classroom ready to learn.



PART III: APPENDIX SECTION

A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: Alliance District Grant

THE APPLICANT: New Haven Public Schools HEREBY ASSURES THAT:
New Haven Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.



N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* _____ Dr. Reginal Mayo

Title: *(typed)* _____ Superintendent

Date: _____



B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.